

**PENGEMBANGAN *AUGMENTED REALITY* BERBASIS *VALUE CLARIFICATION TECHNIQUE* MENSTIMULASI BERPIKIR KRITIS  
PENDIDIKAN PANCASILA KELAS II SD**

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**ABSTRAK**

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berpikir kritis peserta didik kelas II SD Negeri 1 Abang pada mata pelajaran Pendidikan Pancasila. Kondisi tersebut disebabkan oleh penggunaan media pembelajaran yang kurang interaktif dan penerapan model pembelajaran yang masih bersifat konvensional. Penelitian ini bertujuan untuk mengembangkan media pembelajaran *augmented reality* berbasis *value clarification technique* serta menguji kelayakan, kepraktisan, dan efektivitasnya dalam menstimulasi kemampuan berpikir kritis peserta didik. Jenis penelitian yang digunakan adalah *Research and Development (R&D)* dengan *one group pretest-posttest design*. Penelitian ini dikembangkan dengan model ADDIE yang meliputi tahap analisis, perancangan, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri atas 2 validator isi instrument, 2 ahli materi, 2 ahli media, 2 guru, 28 siswa kelas III dan 25 siswa kelas II SD Negeri 1 Abang. Pengumpulan data dilakukan melalui wawancara, angket, dan tes hasil belajar. Hasil penelitian menunjukkan bahwa media yang dikembangkan berada pada kategori sangat valid dengan perolehan 98,75% pada aspek materi dan 97,91% pada aspek media. Kepraktisan media dikatakan sangat praktis dengan perolehan 96,25% oleh siswa dan 95% oleh guru. Selain itu, hasil penerapan media menunjukkan adanya peningkatan kemampuan berpikir kritis peserta didik setelah pembelajaran menggunakan media *augmented reality* berbasis *value clarification technique* melalui uji t dengan perolehan *two-sided*  $p < 0.001$ . Dengan demikian, dapat disimpulkan bahwa media yang dikembangkan layak, praktis, dan efektif digunakan sebagai alternatif media pembelajaran untuk menstimulasi kemampuan berpikir kritis peserta didik pada mata pelajaran Pendidikan Pancasila di sekolah dasar.

**Kata Kunci :** *Augmented reality*, *value clarification technique*, berpikir kritis, Pendidikan Pancasila

**DEVELOPING AUGMENTED REALITY BASED ON VALUE  
CLARIFICATION TECHNIQUE TO STIMULATE CRITICAL THINKING IN  
PANCASILA EDUCATION FOR GRADE II ELEMENTARY SCHOOL  
STUDENTS**

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**ABSTRACT**

*This study was motivated by the low level of critical thinking skills of second grade students at SD Negeri 1 Abang in the subject of Pancasila Education, which was caused by the use of less interactive learning media and the application of conventional learning models. This study aims to develop an augmented reality learning media based on the value clarification technique and to examine its feasibility, practicality, and effectiveness in stimulating students' critical thinking skills. The research employed a Research and Development approach with a one group pretest–posttest design and was developed using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects consisted of 2 instrument content validators, 2 material experts, 2 media experts, 2 teachers, 28 third grade students, and 25 second grade students of SD Negeri 1 Abang. Data were collected through interviews, questionnaires, and learning achievement tests. The results showed that the developed media was categorized as very valid, with a score of 98.75% for the material aspect and 97.91% for the media aspect. The practicality test indicated that the media was very practical, with a score of 96.25% from students and 95% from teachers. Furthermore, the implementation results showed an improvement in students' critical thinking skills after learning using the augmented reality media based on the value clarification technique, as indicated by the t test results with a two sided p value of less than 0.001. Therefore, it can be concluded that the developed media is feasible, practical, and effective as an alternative learning media to stimulate students' critical thinking skills in Pancasila Education at the elementary school level.*

**Keyword :** *Augmented reality, value clarification technique, critical thinking, Civic Education.*